

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award
Theme: Values Education
The last day for submission of entries: 16 September 2013

PART I: Details of Your School

1. Name of your school: Methodist Secondary School, Sibul.
2. Full address: Tun Abang Haji Openg Road, P.O.Box 68, Sibul, Sarawak,
Malaysia
3. Postcode: 96007
4. Country: Malaysia
5. Telephone number (country code+city code+telephone number): 6084330414
6. Fax number (country code+city code+fax number): 608433421
7. Name of the Head Master/ Principal/ School Director: Mr. Yong Choo Tiong
8. Name of Teacher Coordinator: Madam Hii Chik Hua
9. Email address: smkmethodistsibul@yahoo.com
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Form 1 to Form 6
12. Number of teachers in your school: 157
13. Number of students in your school: 2343
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) Hii Chik Hua
- b) Edward Kong Kuok Chong
- c) Wong See Chiong
- d) Imelda Amelia Billie
- e) Anna Wong Chu Ngiik
- f) William Yong Sung Chong
- g) Wong Ley Huong
- h) Wong Nge Ping

- i) Francisca Lau Siew Hsia
- j) Evelyn Lau Yeo Na
- k) Lau Tien Tien
- l) Lo Ming Jun
- m) Kueh Szu Fang
- n) Chen Yushen@ Yushen
- o) Daniel Pan Tze Lin
- p) Richard Tham Yee Woh

Students:

- a) Paul Chien Kang Hong
- b) Jonah Wong
- c) Jackie Kang
- d) Choo Jiann Wei
- e) Darren Ong
- f) Kong Ming Yien
- g) Ling Sing Hie
- h) Eldon Ling Han Xuan
- i) Christine Chuo See Xian
- j) Jonetty Eddie
- k) S'ng Yien Ping
- l) Frankie Yu Ming Zhang
- m) Jasmine Tiong
- n) Ngu Ming Jiun
- o) Chen Ee Ang
- p) Chang Shu Chuan
- q) Wong Ling Ang

PART II: Information about the School's Values Education Activity/Programme

The information of part II from no.1 to 14 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Transformation For Excellent Education Mechanism (TEEM)

2. Summary of the programme (a half to one page A4)

In line with the government National Transformation Policy, Sibü Methodist Secondary School has launched and implemented a value based education programme called Transformation For Excellent Education Mechanism (TEEM) in 2011 based on the school policy of "No Child Left Behind". Taking into consideration students with different economic backgrounds and learning abilities, the school has embarked on "Visionary Classes" to provide free tuition and "IK4U" (I Care For You) to provide free meals especially for the disadvantaged. In addition, the love for the environment has always been fundamental in our educational programmes through 3R (Reduce, Reuse and Recycle) projects such as enzymes making, collection of old newspapers, aluminium cans and plastic cups and bottles as well as "Say No To Polystyrene" Campaign. Moral values are both taught and caught through various planned classroom teaching and learning activities in different subjects, character building classes, co-curricular activities, special educational campaigns like "Life Game", "30 hours Famine" and "No Apologies", school prize giving day, Food Fair, Sports day which also involve the participation of the Sibü Methodist Schools Alumni Association, School Board of Management, the School's Parents & Teachers' Association and the local community.

Various committees have been set up to monitor and evaluate TEEM's activities. The school's disciplinary board, guidance counsellors and Moral Education teachers play a major role in monitoring the students' behaviour. Besides that, the results of various examinations and competitions are closely monitored. Instruments used to evaluate the programme comprise surveys, observations, interviews, test

and examinations.

Through this programme, the school continues to excel in public examinations like the “Penilaian Menengah Rendah” (PMR) (Lower Secondary Assessment for Form 3 students), the “Sijil Pelajaran Malaysia” (SPM) (Malaysian Certificate of Education for Form 5 students) and the “Sijil Tinggi Pelajaran Malaysia” (STPM) (Malaysian Higher School Certificate for Form 6 students) at divisional and state levels in 2011 and 2012. For instance, the school achieved the best results in the SPM examination in Sibu Division with a GPA of 2.999 in 2012 with 0 as the best and 9 as the lowest. Three of our students were placed among the top 50 in the country in 2011 and 2012. Having attended visionary classes, a Form 3 student from an average class defied all predictions by scoring all A’s in the 2011 PMR examination. The students also performed exceedingly well in national and international competitions like the Commonwealth Essay Writing Competition where our student won a gold award in 2011 and the International Future Leader Summit in 2012 where we captured the Best innovative Earth Toy Creation Award.

TEEM has brought about a positive change in attitude and behaviour among the school staff and students which has had a ripple effect on the local community as well. The values of cohesiveness, accountability, caring and commitment inculcated through the programme have accelerated and uplifted the school’s success in academic and co-curricular activities as a Cluster School of Excellence.

3. Background information or reasons why the school created this programme

In the advent of the diminishing of natural resources in the country, the Malaysian government has emphasized on the importance of human capital development in line with the need for optimal sustainable development and national harmony. Besides, the National Education Philosophy aims to produce well-balanced individuals in the physical, intellectual, spiritual and emotional realms which are necessary for national development and harmony.

As we are in the midst of the digital age now, the deterioration of moral values among the younger generation has given us an even greater sense of urgency to arrest this decline. Hence our school has made it a priority to offer a value-based learning environment to improve discipline and enhance performance of students. Through this programme, we hope that the younger generation will learn to care more for one another and for the environment.

The feasibility of future development has to take into consideration the increasing population coupled with diminishing natural resources. As such, the training of the future work force has to start in the schools in order for the country to produce future leaders of high calibre. It also requires strong management skills imbued with the right values to remain competitive. Thus the school initiated TEEM to produce individuals with towering personalities who are able to manage themselves well to cope with the challenges brought about by the globalised world. These personalities can then take the lead to forge ahead to bring the country to greater heights.

4. School vision, mission and core values

School Vision: Excellence in Education for a Promising Generation

School Mission:

1. Ensure the continued excellence of its curriculum.
2. Actively participate in curricular and co-curricular activities and accomplish success at national and international levels.
3. Appreciate and uphold the traditional culture and heritage.
4. Instil character and noble values in themselves.
5. Implement a just and transparent administrative and management system.
6. Create a conducive environment for curricular and co-curricular activities.

School Core Values: Excellence, Teamwork, Appreciation, Dedication, and Integrity

5. Objectives/goals of the programme

1. To create a conducive environment for working, learning and recreational activities.
2. To increase participation in environmental conservation efforts.
3. To promote a caring society.
4. To build up human capital through capacity building.

6. Values that the school aims for within the programme and/or definitions

In line with our school vision, all the staff and students ought to know, understand and internalise values of accountability, responsibility, cleanliness, respectfulness, caring, innovation, cohesion and diligence.

7. Period of the time when the programme was or has been implemented

January 2011- December 2012

8. Activities (Actions and strategies of implementation)

Classroom teaching

Moral Education is a compulsory subject for all non-Muslim students whereas Islamic Studies is compulsory for all Muslim students. Students are taught on 36 values which are related to self development, family values, love for the environment, patriotism, human rights, democracy and peace and harmony according to the syllabus given by the Ministry of Education, Malaysia. Besides, Moral Education in which values are specifically taught, the other subjects also assimilate good values into their subject matter. For instance, patriotism is often stressed in History lessons. During Science lessons, students are taught to appreciate the contribution of Science and Technology during Biology lessons and most importantly, to appreciate the balance of nature. Values cultivated in Form Six students through the subject General Studies include democracy, human rights and love for the environment.

Co-curricular activities

The school places great emphasis on students' involvement in co-curricular activities as through these activities, students learn and put into practice values like teamwork, diligence and care for one another and for the environment. In fact, the vision of the co-curriculum department of the school is "Unity, Leadership, Career and Caring" which is summarized as 4K in the national language. Activities to raise awareness of environmental issues, urging everyone to keep the environment clean and taking concrete efforts to conserve natural resources, are spearheaded by the Environmental Club include the collection of aluminium rings, aluminium cans, used paper and used cooking oil. The aluminium rings which are collected are sent to Sibu International Lions Club to be forwarded to the factory making prosthetic limbs. To kick off the campaign, a video clip on how aluminium rings can help disabled people was shown to the students during the school assembly. Many were touched and moved by empathy for the disabled people. To facilitate the collection of aluminium cans, the "Bin For Recycle & Charity" program was organised. This has given an opportunity for the students to apply their innovative ideas to come up with their own design of recycling bins. These bins have been placed at strategic locations around the school. Apart from the blue recycling bin for paper placed near the toilets, a box has been placed in the staff room to collect all sorts of paper to be recycled. Our school has collaborated with a company, Eco-Green Technology, to collect used cooking oil from the students' homes which will be used to generate sustainable biodiesel. Other clubs and societies also organize activities to show their love for Mother Earth. For instance, the Math and Science Club is very active in making enzymes from organic wastes such as fruit peels. These enzymes are then sold to the school population and also to the public. This activity has cultivated a strong sense of diligence and innovation among the club members.

School activities

Many school activities have been organised to inculcate a strong value-system among our students. These include Food Fair, School Annual Sports Day, Open Day for festival celebrations, Family Day, Prize-giving Day, Cultural Night and educational campaigns such as “Life Game”, “30 hours Famine” and “No Apologies”. Values such as responsibility, respectfulness, diligence and cooperation are emphasised throughout these activities. For example, Open Days for festival celebrations are held to instil patriotism, tolerance and unity among the teachers and students. Parents are invited to the school together with their children during Family Day to get feedback from the teachers regarding their children’s behaviour and academic performance in school. The Prize Giving Day is organised every year to show appreciation for the students’ excellent achievement in both academic and co-curricular activities as well as their contributions to the school. In the educational campaign “Life Game”, students are given the experience of the life cycle with consequences of their different choices in life. The “30 hours famine” campaign teaches the students to share and appreciate the things they have whereas “No Apologies” teaches students to cultivate a healthy and virtuous love relationship among teenagers emphasising on abstinence from pre-marital sex.

School special programmes

“Visionary classes” is a planned learning and teaching programme to improve the school’s academic performance. It is conducted by school teachers outside the school timetable in order to help those students who are weak in their studies and cannot afford to attend private tuition classes. This program was initiated in 2007 in response to the needs of the students. Through this program, students learn to appreciate the time sacrificed and the hard work put in by their teachers. Students learn to be well disciplined and diligent.

“IK4U” was started in 2009. Students from low income family backgrounds who cannot afford to buy food during recess are given free meals prepared by the teachers. Students feel the love and concern for their welfare and they are ever willing to serve the school during holidays such as helping out in the school library and taking part in community services.

Character Building classes are carried out every week. The main aim of Character Building classes is to instill good character among students in order to strengthen human relationships and enhance a sense of belonging towards family, school and community. The students are exposed to the values of cautiousness, deference, enthusiasm, forgiveness, gratefulness, obedience, patience, punctuality, responsibility, self-control, tolerance and others.

Students are also encouraged to get involved in community services to put into practice our school’s motto - “Seek, Find and Serve”. Students and teachers visit long houses, Agape Centre (a health care centre for the disabled), Methodist Children’s Home (orphanage) and “Rumah Seri Kenangan”(old folks home) every year. Students learn to care and serve the underprivileged in the community.

9. Teaching strategies or pedagogies used for teaching values in the school

One of the teaching strategies used for teaching values in the classroom is contextual learning. Contextual learning occurs when teachers relate subject matters to real world situations in Moral Education and History lessons. Students are motivated to make connections between knowledge (values learnt) and its applications in their daily lives.

Role modeling is also used when teachers serve as living examples to students on how to apply the values taught during lessons. For example, teachers go to class punctually. Teachers display their own positive behaviour as walking the talk by living out their values. Such reflective work leads to teachers’ developing a deepening understanding of the values. They also have a clearer perception of their own attitudes and behaviour, and seem willing and able to model these values. Teachers believe that the students will learn from their positive examples.

Experiential learning is learning through reflection on doing, which is often contrasted with rote or didactic learning. An example of experiential learning is going to the Old Folks' Home and learning through observation and interaction with the environment. Students are able to be actively involved in the experience and reflect on the experience. Most importantly, students learn decision making and problem solving skills gained from the experience.

During Moral Education lesson, teachers make use of various teaching and learning aids to teach values to the students and relate the values learnt to their daily lives. Examples of these aids include newspaper articles, video clips, songs, poems and others. Through the newspaper articles on current issues, events, reports, news, sports and entertainment, the students' interests and curiosity can be aroused. A good example is a newspaper report on an honest and responsible taxi driver who returned the bag containing US\$10 000.00 to the three foreign visitors who accidentally left the bag in the taxi. According to a Moral Education teacher in the school, the use of newspaper reports has successfully aroused students' interest. This is proven when her students always ask for the newspaper articles discussed in her lessons for further reading. Teachers share their real life experience during Moral Education lessons and also in the Character Building classes. Videos related to the current issues are shown to students. Students are guided to discover the values and lessons through exploration.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:

Different committees are formed to monitor the various activities e.g. IK4U, Visionary Classes, Character Building Classes, etc. Reports on the progress of the activities tabled in the respective meetings and any shortcomings or problems are tackled there and then. The school discipline board working together with the school guidance counselors and Moral Education teachers also help to monitor and record students' attitude and behavior.

The various Evaluation Mechanisms are

- a. Formative Evaluation
 - i. periodical observation and monitoring from discipline teachers, guidance counselors and Moral Education teachers
 - ii. Scheduled interviews with students involved in 'IK4U' and Visionary Classes
- b. Summative Evaluation
 - i. School and public examinations: Results are analysed to check for impact benefits.
 - ii. Competitions: Results of the students taking part in various competitions at national or international levels are used as a yardstick to gauge the effects of TEEM.
 - iii. Action researches: The effectiveness of some of the activities under TEEM like 'Visionary Classes' have been studied in depth to find the correlation of the students' performance.
 - iv. Surveys: The students and staff response to the various activities are also determined through surveys conducted towards the end of 2012.

Summary of results:

A. Academic

Examination	2010		2011		2012	
	%	*GPA	%	*GPA	%	*GPA
PMR	89.05	2.03	83.85	2.03	86.65	2.09
SPM	93.92	3.18	93.67	3.11	95.5	2.99
STPM	97.59	2.45	95.65	2.54	98.73	2.61

* For PMR, the best GPA is 1 and 5 is the lowest;
 For SPM, the best GPA is 0 and the lowest is 9;
 For STPM, the best GPA is 4 and the lowest is 0.

Malaysia Top 50 SPM Scorers 2011	Eric Yii Yuen Ing Rinapraja Wongtomo
Malaysia Top 50 SPM Scorers 2012	Marina Khadijah Bt Waili Michelle Hii Sing Yee

B. Co-Academic

2011	
Me and My Net Poster Competition	1 Gold , 1 Silver
Commonwealth Essay Competition	1 Gold
Malaysian History Writing Competition Upper Secondary Level	1 st and 2 nd place
2012	
International Exchange Exhibition of Children's Art, Japan	Friendship Award
The 1 st ASEAN + 3 Junior Odyssey (APT JSO), University of Brunei Darussalam	1 Gold, 3 Bronze
ASEAN Quiz , Phnom Penh, Cambodia	Fifth Place
World Chinese Essay Writing Competition, China	6 first class, 6 second class, 3 third class
Malaysian History Writing Competition Upper Secondary Level	2 nd place (Form 4-5) 2 nd place (Form 6) Excellent Teacher Advisor Award

C. Co-Curricular Activities

2011	
Southeast Asia Choir Competition, Kuala Lumpur, Malaysia	Bronze
2012	
International Business Challenge - AD MAD , Hua Chong International School ,Singapore	First runner up
International Business Challenge - Entrepreneurship Challenge, Hua Chong International School ,Singapore	Best speaker in the– Teachers Choice Award
International Space Settlement Design Competition, Sri Kuala	2 Gold

	Lumpur School, Malaysia		
	International Future Leader Summit, Kolej Tun Datu Tuanku Haji Bujang, Miri, Malaysia	Best innovative Earth Toy Creation Award, The Earth Showcase Award	
	Patriotic Songs Singing Competition, National level, Johor, Malaysia	2 nd Runner up	
	Exhibition of Methodist Enzyme , SM Teknik Tuanku Ja'afar Seremban, Malaysia	-	

11. Resources used for programme implementation

Teaching and learning aids	Making of enzymes	Human resource	Recyclable items
<ul style="list-style-type: none"> • Modules • Video clips • Newspaper articles 	<ul style="list-style-type: none"> • Organic fruit peels • Plastic containers • Plastic bottles 	<ul style="list-style-type: none"> • Teachers • Prefects • Club members 	<ul style="list-style-type: none"> • Aluminium can rings • Aluminium cans • Used cooking oil

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) School Board of Management	Planning and implementation of TEEM
b) Sibu Methodist Schools Alumni Association	Planning and implementation of TEEM Sponsor Tupperware containers for teachers Organise Sibu Methodist Schools 110 th Anniversary Celebration Sponsor T-shirts for the teachers of "Visionary Classes"
c) Parents & Teachers Association (PTA)	Planning and implementation of TEEM Sponsor Tupperware containers for teachers
d) Sibu Municipal Council (SMC)	Forum on enzymes and compost making
e) Local restaurants (Ruby, Y2K, Uncle Dom)	Supply fruit peels for enzymes making
f) Lions Club International District 308-A2	Coordinate the collection of aluminium can rings
g) Junior Chamber International Sibu (JCI)	Forum on enzymes and compost making

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

<p>The TEEM Programme has made a great impact on the students of this school. Since the start of the programme, there has been a notable improvement in the students' behaviour, attitude, and academic achievements. Greater awareness of self discipline among students has been reflected by a significant drop in disciplinary cases from 3.2% in 2010 to 2.79% in 2011 and 1.27% in 2012. Students are more polite and are no longer reluctant to greet teachers and visitors. They have become more cooperative and attentive in class. As high as 95% of the teachers commented that the learning and teaching environment has improved drastically since 2010. In addition, students are more punctual for school activities. They take greater initiative to do voluntary work such as painting the school and the classrooms. They also show concern for the less fortunate such as the flood and fire victims and offer a helping hand to the needy through donation campaigns. Hence, with better behaviour, positive attitude and a more conducive environment, it is not surprising that students perform better both academically and also in</p>
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the co-curricular activities.

Teachers in this school have also benefited through their involvement in the TEEM Programme. Many teachers have sacrificed their time by giving extra classes in the afternoons and during school holidays to ensure academic excellence. Others have willingly contributed in kinds and in cash to facilitate the running of the IK4U programme. This programme instilled the spirit of cooperation among the staff in the preparation of food for the students. There are also significant changes in teachers' attitude, from initial reluctance to willingness to commit themselves at a later stage. Apart from that, teachers also participate in the recycling programme by contributing scrap paper and books. This clearly reflects the values of accountability, responsibility, care and concern for the students and environment. In return, the teachers are rewarded through promotions in their career. In the last two years, 3 teachers have been promoted to DG54, 1 to DG52, 7 to DG48 and 30 to DG44.

The outstanding performance of the school in various fields has spurred more and more schools in the state to invite our teachers to share the secrets of their success. Many of our experienced teachers have been invited to give talks in their schools' in-house training for teachers as well as students. This includes the subject panel heads of Moral Education, History, English Language, Malay Language, Mathematics, Physics, Chemistry, Biology and Visual Arts.

Involvement in the school programme has also changed the perception of parents in the last two years. There is a growing sense of belonging among parents as they participate more actively in school activities and work closely with the teachers and students. They feel proud of the school's achievements and give their full support to the school, including financial aid.

The success of Values Education in our school has also benefitted the local community as stakeholders of the school. Community work carried out by our school teachers and students has warmed the hearts of many in the longhouses as well as Old Folks' Home. The enzyme project has also raised the public's awareness on the importance of preserving and managing the environment. The project of collecting aluminium can rings which started off as a collaboration between the Lions Club and the school Environmental Club, has successfully instilled the spirit of charity and raised the awareness of recycling aluminium can rings.

14. Proof of achievement from students, teachers and the community

Please refer to the Certificates of achievement and appreciation attached.

15. Plan for sustainability and plan for the future

Plan for sustainability:

We will continue with the present TEEM activities and find ways to improve the programme such as :-

1. In-house training for new teachers and teachers transferred to Methodist Secondary School
All the new and transferred teachers are given an in-house training to expose them to the TEEM programme. The training will equip them with the knowledge and skills to implement the various TEEM's activities such as IK4U, Visionary Classes, Character Building Classes, the production of Methodist Enzyme, collection of aluminium can rings and others.
2. TEEM Orientation Day
Apart from the teachers, all the new students, namely Transition and Form One classes are given the briefing on the TEEM programme to enable them to integrate the school's core values into their lifestyles.
3. Environmental awareness campaigns
During the campaign, the school organizes competition of disposable wastes collections among the students and also the school staff. As an encouragement, attractive prizes and certificates are presented to the winners. Exhibition of products made from reuse of disposable wastes on a

bigger scale. Set up a “Prosthetics” corner in the school compound.

4. Workshops

To further improve our performance, various workshops are planned. Lecturers from the local universities and colleges will be invited to conduct workshops on robotics, career, communication skills, innovations and others for both students and the staff.

Plan for the future

- a. The school plans to make the teaching and learning atmosphere even more conducive and to beautify the school compound further by working on the following projects:
 - i. An orchid garden planted with various species of orchids under the leadership and care of the Environmental Club of the school.
 - ii. A lake garden dotted with different species of water lilies.
 - iii. A tree planting programme within the school compound.
- b. To widen the market for Methodist enzymes by promoting the usage and benefits of enzymes to the rural folks in collaboration with Sibul Municipal Council.
- c. To build a mini wind turbine in front of the school gate to promote the usage of wind energy as an alternative source of energy.
- d. Organise workshops on values-based education.
- e. Improve the hardware, software and “liveware” of the school so that Sibul Methodist Secondary School becomes a showcase educational institution in line with the government’s vision of making Malaysia an International Educational Hub. Alumni as a living example of the school motto has proposed 3 big projects together with the school board of management, namely a new library costing RM4 million, an indoor basketball stadium costing RM900,000.00 and an awning at the guard house costing RM69,000.00.

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Attachment 1 : Samples lesson plans
Attachment 2 : Teaching materials
Attachment 3 : Student worksheets
Attachment 4 : Certificates of achievement and appreciation
Attachment 5 : Newspaper cuttings
Attachment 6 : Feedback from students
Attachment 7 : TEEM committee
Attachment 8 : TEEM Action Plan

17. Photos related to the activity/programme (Maximum of 10 photos with captions in English)



PHOTO 1: Methodist Cultural Night



PHOTO 2: Family Day
(Teachers discussing with a parent about her son's academic performance)



PHOTO 3: Visit to old folks home



PHOTO 4: Food fair
An alumni member is taking blood pressure reading for the principal of Methodist Secondary School



PHOTO 5: Visionary class



PHOTO 6: IK4U Programme



PHOTO 7: Collection of Aluminium Cans



PHOTO 8: Presentation of certificates and prizes to students involved in the collection of aluminium can rings by Sibu Lions club



PHOTO 9: Lake purification by using enzymes



PHOTO 10: Sports Day
Red Crescent members giving first aid to the injured athletes